DOCUMENT RESUME

ED 033 915 SP 003 292

TITLE	The Negro in the Americas. EPDA Summer Institute (June 18-August 5, 1969). Director's Report.
INSTITUTION	Dayton Univ., Ohio.
Spons Agency	Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
Pub Date	69
Note	23p.
EDRS Price	EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors	*American History, Disadvantaged Youth, *Institutes (Training Programs), *Negro History, Practicums, Secondary School Teachers, *Teacher Education

Abstract

A 7-week summer institute for 27 social studies teachers from secondary schools serving the disadvantaged black populations in the larger cities of Indiana, Kentucky, and Ohio was designed to provide needed knowledge and skill to improve student performance. Basic components were (1) a socio-historical academic course, "The Negro in the Americas"; (2) a teaching aids workshop in the use of media and equipment including films, tapes, transparencies, simulation, and programmed learning; (3) sessions on teaching the culturally deprived which explored problems in learning, inquiry techniques, home-school relations, and examples of successful teaching experiences; and (4) practicum experiences which included preparation of materials and strategies (use of Bloom's schema in formulation of behavioral objectives and of Amidon's system to analyze classroom verbal patterns) and microteaching and demonstration teaching in Dayton Public Schools, both utilizing the black history content material. Staff and participant evaluations indicate that the teachers are now equipped to prepare an American history course more relevant to black students and more accurately revealing the nation's past; gained understanding of social forces at work in our society and of the advantage of cross-cultural comparison in analyzing them; and will make sincere efforts to employ new student-centered approaches to student learning in their classes. [Not available in hardcopy due to marginal legibility of original document.] (JS)

ED033915

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DIRECTOR'S REPORT

THE NEGRO IN THE AMERICAS

June 18 to August 5, 1969

Bruce M. Taylor, Assistant Professor
Department of History
University of Dayton
Dayton, Ohio · 45409

SP003292

NEED FOR THE PROJECT

It has been recognized that the culturally disadvantaged Negro child needs a social studies program that reveals the contribution of his people to our society. If the root causes of our national disorders are the result in part of racism in the United States and if the reports are true that the Negro's poor self image is a significant factor in his relatively poor classroom performance then teachers must be given the knowledge and skill so that the Negro American can get a true picture of his own history with which to fashion for himself his own future within our society. In an NDEA Institute held at the University of Dayton in 1967 it was found that inner-city secondary school teachers were not equipped by their usual preparation to do this job adequately. Not only had they little knowledge of United States Negro history but they also had less knowledge of the role of the Negro in other multi-racial societies. Such knowledge is essential for construction of analogous situations and creating the perspective necessary for rational thought. At Dayton in 1967, we devoted several sessions to comparisons between Latin American and United States slavery regimes and found the approach quite useful in expanding the participants' awareness of alternatives in race relations. Our approach in 1967, however, was too narrowly historical. What is needed is to train teachers to use social science concepts and techniques as well as historical evidence to assist their students in such investigation.

Improving teacher effectiveness in combating the effects of economic and cultural deprivation, however, will not be accomplished merely with the improvement of curriculum and content. What is needed, of course, is the skill to motivate students by allowing them to participate in the learning process, by firing their imagination and by providing an atmosphere of success rather than one of frustration and failure.

OBJECTIVES

It is our purpose to invite thirty teachers from secondary schools serving substantially Negro populations suffering from cultural deprivation in major urban centers to provide them with needed knowledge and skills to improve student performance. The project will present a socio-historical academic course called "Negro in the Americas" in conjunction with sessions on the teaching of the culturally deprived.

Specifically we would expect each participant to be able to:

a. Demonstrate knowledge of the differences and similarities in race relations in Latin America and the United States ;

b. Cite specific examples of Negro contributions to American life and relate them to the appropriate section of the usual survey of American history

c. Cite historical evidence to counter false popular generalizations about the nature or condition of Negro life

d. Utilize or be aware of examples of narrative and descriptive material and visual teaching aids related to the role of the Negro in the Americas

e. Demonstrate ability to use sociological concepts in the teaching of history

f. Demonstrate techniques of discovery learning procedures

g. Describe teaching and guidance approaches which have been used with success among Negro school populations suffering from cultural deprivation.

PROJECT DESCRIPTION

The Project, planned for June 25-August 16, 1969, is a joint effort by several schools, agencies and departments. Contributing organizations include The Dayton-Miami Valley Consortium, which will facilitate the cooperation between Central State University and the University of Dayton, the Dayton Board of Education and the Montgomery County Juvenile Court.

The University of Dayton will act as host institution. The Department of History will provide organization personnel, a specialist in Negro history and an expert in educational media. The School of Education at the University of Dayton has offered expertise in the teaching of the culturally deprived as well as liaison with the Dayton Public Schools from which the Project will draw students for demonstration purposes. Central State University's Department of Sociology will provide a sociologist who will bring to the Project experience in Latin American race relations. The Juvenile Court of Montgomery County will donate its facilities so that participants may be given an orientation to problems of culturally disadvantaged youth.

The Project will have four basic components: an academic course, media workshop, sessions on teaching the culturally deprived and transfer sessions including practical application. The academic course will be a socio-historical treatment of the Negro in the Americas designed for the secondary school teacher. The Teaching Aids Workshop will be held in a formal session on Monday afternoons and informally throughout the Project's duration. Participants will be given instruction in the use of media including equipment, films, tapes, transparencies, dry mounting, simulations, programmed learning, etc., will be demonstrated and available for use by participants. Sessions will be held to explore different approaches to working with the culturally deprived student including problems in learning, inquiry techniques, home-school-community relationships

and examples of successful teaching experiences. Transfer will be effected through discussion sessions and the preparation of materials and strategies. Micro-teaching sessions will be conducted for practice on Wednesdays in which TV taping will be used for teacher self-evaluation as well as for group evaluation of different approaches to the same material. Later, participants will try their hand with students from the Dayton Public Schools. These classes will be followed by discussion among students, participants, staff and a critic teacher from the Dayton schools.

An outline of the program, which will award six graduate credits for successful completion, is followed by a daily schedule.

OUTLINE OF PROJECT

A. ACADEMIC

1. Historiography and methodology in history and sociology with respect to the Negro in the Americas
2. African backgrounds of the Negro in the New World
3. Comparisons of Slavery in U.S. and Latin America
4. The Roots of Jim Crow
5. Post Emancipation Adjustments in Latin America
6. Civil Rights Movement in the U.S.
7. Nature of Latin American Prejudice in the Twentieth Century: Race and Class
8. Negro Achievement and Influence in Latin America
9. Cultural Influence of Afro-Americans in the Americas

B. TEACHING THE CULTURALLY DEPRIVED

1. Teaching of Negro History
2. The Culture of Poverty
3. New Approaches to Teaching the Culturally Deprived
4. The New Social Studies

C. MEDIA WORKSHOP

D. PRACTICUM

1. Micro Teaching

2. Demonstration Classes

I. INTRODUCTION

It was the purpose of the University of Dayton's EPDA History Summer Institute,"The Negro in the Americas," to invite twenty-seven social studies teachers from secondary schools serving disadvantaged black populations in major urban centers to provide them with needed knowledge and skills to improve student performance.

Specifically, we expected each participant eventually to be able to:

1. Demonstrate knowledge of the differences and similarities in race relations in Latin America and the United States.

2. Cite specific examples of Afro-American contributions to American life and relate them to the appropriate section of the usual survey of American history.

3. Cite historical evidence to counter false popular generalizations about the nature or condition of Afro-American life.

4. Utilize or be aware of examples of narrative and descriptive material and visual teaching aids related to the role of the black man in the Americas.

5. Demonstrate ability to use sociological concepts in the teaching of history.

6. Demonstrate techniques of discovery learning procedures.

7. Describe teaching and guidance approaches which have been used with success among economically disadvantaged black school populations.

II. OPERATION OF THE PROGRAM

1. Planning

1.1 Program Conceptualization

The program can trace its origin to an NDEA Institute at the University of Dayton which concerned United States Negro history along with modern urban problems. Having achieved success in the Negro History component, we decided to use this as a focal point in constructing a more concentrated program. Based upon our own experience, numerous discussions with teachers and supervisors, and a review of literature in the field we concluded that it was essential to equip history teachers with the working knowledge of the uses of the behavioral sciences. We decided that the sociological mode of inquiry would provide a useful example. We also agreed that the role of black people in the rest of our hemisphere was an essential element in any effort to achieve insights into the black experience in the United States.

1.2 Staffing

While we were fortunate to have in our History Department Dr. Joakim Isaacs, a specialist in Negro history and Professor Edwin King, highly skilled in the use of media,

and could utilize the expert services of Dr. Ellis Joseph, Chairman of the Department of Secondary Education, we had to search elsewhere for a sociologist who was knowledgeable in Latin American race relations. The resources of the Dayton-Miami Valley Consortium were useful in making the selection of Dr. Stanley Hetzler of Central State University, Wilberforce, Ohio.

1.3 Planning Process

Planning sessions consisted of a series of conversations with previous directors of Institutes here at the University and with those who were to become the major staff members. No special resources were available at this point, except the normal secretarial service provided by the University of Dayton's History Department.

Late news of the grant award was an additional factor hindering effective planning. Although the original conceptual scheme for such a project will usually be in the mind of the director, I would have welcomed the opportunity to spend more time in post-award planning. While the logistics of running an Institute are not major problems here since this is our fifth History Summer Institute, a more effective deployment of the professional resources of the staff would have been achieved in additional meetings. Let me add, however, that by the time the Institute opened, our media resources were outstanding as both participants and guests have affirmed. But this excellence was achieved at the great personal sacrifice of

Professor Edwin King who, on his own time, assembled our vast collection of materials and equipment. In future programs I suggest a pre-Institute salary be provided for this purpose.

1.4 Evaluation

Due to budget constraint we could not provide independent evaluation of the program. After attending a recent EPDA Institute on Evaluation at Ohio State University, I am even more convinced of the potential value of such an individual or team in planning and monitoring the project and its operation.

2. Participants

The high interest we expected in an Institute concerned with the Afro-American experience was confirmed by the responses nationally to the Office of Education announcement. We received about 500 requests for information. In order, however, to facilitate follow-up evaluation and post-Institute contact as well as to achieve more impact we chose to draw participants from only the larger cities of Indiana, Kentucky and Ohio. Additional selection criteria: (1) teachers having a greater percentage of economically disadvantaged black students in their classes; (2) teachers having least academic or other training in Negro history and culture, Latin American history and culture, and sociology; (3) teachers having at least two classes of American history in their teaching schedule, served well to limit effectively the number of qualified applicants and to define successfully the target group. I suspect we were timid in not concentrating on

one or two school systems, perhaps fearing insufficient response. In light of our experience, however, I think we can be effective serving a smaller geographic area another time. Concentrating on a local area seems to have the potential advantage of more effective planning to meet specific school needs, greater impact and opportunity for measurement and a mutually reinforcing sense of commitment. More effective results would probably be achieved by inviting the participation of administrators as well as teachers.

3. Staff

3.1 Contributions

It was our intent to demonstrate a series of contrasting modes of inquiry and organizational concepts in the examination of central questions during the course of the Institute. For this purpose, we engaged a historian specialized in United States social history, a sociologist with special interest in Latin America, a historian competent in Brazilian history, another historian expert in Caribbean race relations, a United States historian who works in secondary school curriculum development for Afro-Americans, and a specialist in learning theory and educational research. Orientation of the regular staff was facilitated by a series of pre-Institute meetings in which members shared in program modification, participant selection and clarification of roles. With respect to our visiting staff, each had a clear-cut objective known in advance

by both participants and regular staff. We were then able to utilize to advantage the special talents of each instructor. For the results of participant ratings of individual contributions see Exhibit 20, page 3.

3.2 Staff Involvement

I feel that the staff was especially responsive to participant needs as is evidenced by their reactions in the Final Evaluation Questionnaire (Exhibit 20, page 1, question 1, bottom.) The staff participated in social activities, made an effort to be on a first name basis (we dropped all titles from name plates, etc.) and generally made themselves available to participants.

3.3 Influence of Institute on Staff

This Institute has continued the momentum established in previous NDEA programs here by increasing our concern in bridging the gap between secondary education and the university as well as by increasing the effectiveness of the individual staff members as teachers.

4. Orientation

A substantial effort was made by mail to inform and welcome participants (see Exhibit 20.) Such details as ID cards, parking permits and registration forms were all in order by the time participants arrived on campus. As they arrived, each group was taken on a tour of facilities which reinforced the descriptive literature. The program objectives, rationale, and schedule were also sent to prospective participants so that they

might consider carefully their decision to accept a position. Opening sessions of the Institute were designed to encourage suggestions and possible modifications of the program. In these opening sessions we made a considerable effort to convey an attitude of common purposes. We emphasized that the objectives were not the staff's but described what the participants might hope to accomplish. I suspect the effort at orientation was appreciated judging from the highly favorable rating given it in the Final Evaluation Questionnaire (see Exhibit 20, page 1, question 1, bottom.)

5. Program Operation

5.1 Realization of Specific Objectives

We made a special effort to formulate specific objectives that were realistic for a short-term program. Based on participant evaluation, it would seem that we were successful in meeting most of our stated goals (see Exhibit 20.) Participants revealed a particularly high degree of confidence in their ability to place in hemespheric perspective United States race relations, to portray the role of the Afro-American in the development of the United States and to effectively counter prevailing false generalizations concerning black Americans.

5.2 Relatedness of Program Components

In the opinion of the participants, the several parts of the program were effectively related. When asked this question circa 80 per cent replied they thought this was done well (see Exhibit 20, page 2, question 3.)

Recognizing that many aspects of the social science disciplines cannot be used by the high school teacher, Doctors Hetzler and Isaacs made special efforts to demonstrate uses of media and to focus attention on those areas most useful to classroom teachers. Both academic instructors made a particular effort to describe the structure of their disciplines and how each makes a contribution to the subject area in the high school. Our Media Workshop was especially well equipped to provide teachers not only with knowledge of the formidable array of material and devices for the teaching of Afro-American history, but also to provide criteria by which to evaluate them. Class sessions and the media workshop were judged particularly useful by the participants (see Exhibit 20, page 2, questions 5 and 6.)

The Institute program stressed the view that the classroom procedure should emphasize student learning rather than teaching. Transfer sessions, lesson plan construction and the wording of the Institute objectives and evaluation questionnaires stressed this philosophy.

5.3 Innovative Techniques, Materials, Equipment

A description of the types of media materials available to participants appears in Exhibit 13. The Resource Center also developed a collection of curriculum project materials which included contributions by participants (see Exhibit 14.) Lesson plan construction reflected participant utilization of these materials.

In the sessions specifically devoted to classroom operation, the emphasis was upon learning rather than on teaching. Specifically, the Institute focused upon: 1) behavioral objectives, 2) verbal patterns in the classroom, 3) micro-teaching, and 4) demonstration of teaching under near normal conditions.

1. Behavioral objectives. The major aim here was to become more oriented to recognizing and encouraging pupil behavior rather than that mental habitus which fosters covering "amounts" of material. After being introduced to various taxonomies of behavioral objectives, it was decided to employ Bloom's schema and specifically (for purposes of micro-teaching and demonstration teaching) the "behaviors" of "translation," "interpretation," and "extrapolation," with predominant emphasis upon the latter. Great difficulty understanding and writing behavioral objectives was experienced at first; however, most were able to do so at the conclusion of the Institute.

2. Verbal patterns. Students became skillful in the use of Amidon's Verbal Interaction Category System (VICS.) The 12 various categories of the VICS was committed to memory and all used its recording procedure during the micro-teaching and demonstration phases of practicum work. The system was employed to give Institute members immediate feedback regarding the verbal patterns which were employed in the practicum experiences. Although research was presented indicating the relationship between indirect verbal patterns and pupil attitude and achievement, any given matrix was viewed in non-evaluative

fashion; and the relationship between given behavioral objectives and verbal patterns was emphasized (see Exhibit 15.)

3. Micro-teaching. After initial difficulties in understanding the practice and delicate reaction to "teach-re-teach" procedures, students began to grasp the value of repeated short teaching attempts. Institute members were divided (according to their own choices) into nine groups each with three students and placed in nine different rooms equipped with electronic equipment capable of giving the staff feedback through a central console. Institute members were always consulted in advance as to whether they would feel comfortable having the staff "listen in."

Micro-teaching segments reflected employment of the VICS system and the use of behavioral objectives in addition to black history content material.

4. Demonstration teaching. After competencies were developed in writing behavioral objectives, in using VICS, and in micro-teaching, a racially mixed high school class containing students from inner city Dayton and their teachers volunteered to participate in three days of demonstration teaching. Institute students were asked to submit lesson plans reflecting the use of behavioral objectives and the use of media prior to actual teaching. Those in the Institute selected to teach were chosen because their plans happened to contain "topical" continuity. No attempt was made to select the "best" plans.

Lesson plans and materials were made available to all Institute students observing a given teaching demonstration prior to the demonstration. All teaching demonstrations were completed before noon. In the afternoon conferences devoted to the morning sessions, VICS matrices were available, thus within 1½ hours all Institute students had access to the recorded verbal interactions of the morning demonstrations.

In addition to the scheduled sessions on behavioral objectives, verbal patterns and micro-teaching, nine participants volunteered for more intensive work in these areas. The nine in turn served as facilitators in the nine groups mentioned in number three on the previous page. In short, the Institute staff took the "risk" of giving Institute participants the opportunity to learn not only by interacting with staff members, but also by learning with one another with minimal direction from the staff. This procedure helped to make the four emphases mentioned previously "activity oriented" and indeed provided Institute participants the opportunity to actually experience that learning is more important than teaching.

5.4 Informal Program

We were conscious of the fact that a summer institute's effectiveness depends to a large extent on the quality of interchange occurring not only between staff and participants but also among participants. Accordingly, time was allotted for this purpose and activities scheduled to foster a group identity. Participants generally felt that this aspect of the program

was effective as indicated by their responses in the Final Evaluation Questionnaire (see Exhibit 20, page 2, question 4.)

5.5 Timing and Structure

When asked to comment on the opening and closing dates, almost none had serious complaints on the length of the Institute or the timing except that several thought we should have opened on a Monday and closed on a Friday. We had originally planned for 7½ weeks which would have resulted in a Friday closing. Participants had few comments to make that would lead us to review the allocation of time to each of the various aspects of the program. Most participants considered the pace and structure good (see Exhibit 20, page 5, question 10.)

6. Evaluation

No independent evaluation was made of the program. The director did conduct formal sessions in an effort to gain information with which to improve decision making. Particularly useful was a mid-term evaluation instrument which allowed us to shift emphasis to areas in which there was negative response and/or lack of progress (see Exhibit 19.)

The Final Evaluation Questionnaire results are summarized in Exhibit 20.

While no funds are allocated for follow-up operations, we will send out questionnaires which seek to evaluate long-term results of the program (see Exhibit 25.) In addition, since many of the participants teach in near-by school systems, we intend to maintain personal contact with them.

III. CONCLUSION

1. Impact on Participants

In the Final Evaluation Questionnaire participants were asked to state what changes they would make as a result of the program, what aspects of their teaching had been reinforced and what was the most significant thing that happened to them in the Institute (see Exhibit 20, page 4-5, questions 5, 6, 11.) Those responses recorded most often included: (a) more attention to inquiry and student learning, less teacher domination of class, awareness of student behavior, etc. (18 responses in this area); (b) incorporation of black history in class presentation (9 responses); (c) greater use of media (5 responses, see also the evaluation of the Resource Center, Exhibit 21); (d) re-evaluation of own attitudes toward the black man, race issue and their role as teachers (12 responses.)

It is interesting to observe that responses dealing with intended pedagogical changes numbered highest, although when participants were asked to rate their progress in these areas ratings were lower than those concerned with content (see Exhibit 20, page 1.) We can conclude, perhaps, that teachers were committed to a change in the kind of content before they arrived, but that the strategy of presentation was not considered. We note, for example, that a number of teachers were preparing here for specific courses or programs in the Afro-American subject area. Others were reacting to an increase in the number of black students in their classes. Educational innovations of the kind

advocated in the program, although advertized in the literature received by each participant, may not have been given priority as a reason for attending the program. We can now hope that these teachers are more willing to modify their behavior in the classroom.

2. Strengths of the Program

When asked to list major strengths of the program (Exhibit 20, page 4, question 4) participants sighted most often the high quality of the Resource Center (19 responses) and the Institute staff (10 responses.) Also mentioned was the organization, structure, and orchestration of staff expertise (5 responses.) Especially high ratings were given the media component of the program in a separate evaluation (see Exhibit 21.)

One other aspect of the program that we thought particularly effective was the informal atmosphere and the care taken to make participants feel at ease at the University. While objectives were clearly outlined, they were not perceived as required by the staff. Rather, we operated on a basis of considered professional agreement as to the desirability of the objectives. Participants were encouraged to work together as well as with the staff to achieve common purposes.

While the demonstration classes were an area that did create some initial tension on the part of the participants, these classes were especially rewarding. Not only were participants able to demonstrate the use of behavioral objectives, a student-

centered classroom strategy and the manipulation of content and media, but the exercise generated a real spirit of cooperation among university faculty, Dayton teachers and the pupils. We gained an additional dividend by combining a class from a predominantly white high school with one from a predominantly black school. By the end of the sessions, the nucleus of a student movement had begun which might contribute to the ending of racial isolation in Dayton's school system. For many it was the first time they had a chance to interact with students racially different from themselves.

Contact with racially different individuals was also of great benefit to participants. Many indicated that they had undergone a searching self-evaluation as a result of personal interaction during the Institute.

3. Weaknesses of the Program

When asked to identify two weaknesses in the program (see Exhibit 20, page 4, question 3) participants gave a wide variety of responses. The highest number concerned commercial representatives invited to give product demonstrations. Participants felt that they contributed little to the program and that Professor King was more skilled in the demonstration of equipment-materials use (7 responses.) See also Exhibit 21, page 3, questions 13 and 14.

A more serious criticism concerned the educational component. Participants did not uniformally profit from the micro-teaching exercise. This was due in part to our reliance on the nine volunteers described in Section II, part 5.3, No. 4

(4 responses.) Another major criticism was the fact that all participants did not live on campus and thus were not continually available for informal discussion (5 responses.)

From the staff viewpoint, a major weakness seemed to be our difficulty in making an early enough affective change in participants with respect to their willingness to face themselves and each other openly in a candid discussion of their approaches to teaching. This point was not reached until perhaps the fourth week of the program. Social studies teachers seem vulnerable to an intensive analysis of their rationale for selection of content and uses of strategy. Although we were later successful in demonstrating the positive effects of reducing the amount of teacher dominated class sessions, there was not enough time to examine thoroughly inquiry-oriented teaching. We were also disappointed that more attention could not be given to objective number 7, "to be able to describe teaching and guidance approaches which have been used with success among economically disadvantaged black school populations." The original proposal called for sessions with a youth counselor at the Montgomery County Juvenile Court. This part of the program had to be eliminated after a reduction in our operating budget.

4. Summary

We are quite confident that each participant benefited from his Institute experience in a number of ways. In the cognitive area he is now equipped to prepare an American history course that will not only be more relevant to black students, but

will more accurately reveal the nation's past. He has also gained a deeper understanding of the social forces at work in our society and has seen the advantage of cross-cultural comparison in the analysis of these forces. Participants have explored the implications of new approaches to student learning and we feel will make a sincere effort to employ them in their classes. How much of a change will actually occur we cannot at this time measure, but certainly each will find it extremely difficult to justify a traditional teacher-centered approach.